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ABSTRACT

Exploring what it means for teachers to generate curriculum with their students and to share the responsibility and joys of deciding what and how students learn, this book describes teachers' own experiences in generating curriculum that integrates social studies, literacy, and whole language. The book presents practical ideas that teachers across the grades can attempt, adapt, and integrate into their current practice. After an introduction ("The Triad: Social Studies, Literacy, and Whole Language" by Pat Cordeiro), chapters in the book are: (1) "Living in a Generative Curriculum" (Pat Cordeiro); (2) "Things Take Off: Note Taking in the First Grade" (Bobbi Fisher); (3) "Social Studies and Literacy in the Second Grade" (Sandra Wilensky); (4) "Simulations in the Third Grade" (Judy Blatt); (5) "Reflecting on the Rain Forest in the Third Grade" (Carli Carrara); (6) "Time for a Change: Presidential Elections in a Grade 3-4 Multi-Age Classroom" (Lisa Burley Maras and Bill Brummett); (7) "Music and Social Studies in a Medieval Theme in Two Fifth Grades" (Linda Squire); and (8) "Critical Thinking and Social Studies in the Fifth Grade" (Jane Rowe). An epilogue ("Generating and Adapting Curriculum: Learning from Each Other" by Pat Cordeiro) concludes the book. (RS)

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